



Support a Team Assessment Review

Part of the DATA LITERACY FOR INSTRUCTIONAL LEADERS Series

Introduction

Data literacy is the ability to gather, interpret, and use multiple data sources effectively to improve student learning. An important part of being data literate for educators is being able to identify when assessments are reliable, in other words, when they assess identified learning targets effectively. In this professional learning activity, you will support a team of teachers working together on an assessment review. You may or may not be a part of the assessment review itself, but it is important that, as an instructional leader, you provide the support needed for their assessment review to be productive, including needed prior knowledge, time, freedom to take risks, relevance to their work, and respect for their expertise.

Alignment with PADEPP Standards and Criteria

This professional learning activity can be used as part of PADEPP Standard 9 to develop and implement an appropriate annual professional development plan. In addition to Standard 9, this professional learning activity aligns with the following PADEPP standard(s):

Standard 2: Instructional Leadership

An effective educational leader fosters the academic success and well-being of each student by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

- Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.

Standard 4: Climate

An effective educational leader fosters the academic success and well-being of each student by interacting effectively with stakeholders and addressing their needs and concerns.

- Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure high expectations for professional work, ethical and equitable practice, child-centered education, and continuous individual and organizational improvement.

Competency

The instructional leader must be able to set and support a team of teachers engage in an assessment review.

Instructions

1. Ensure that you are familiar with the Assessment Review tool and guidelines. For your effectiveness in this regard to be optimal, it is probably important that you have

conducted an assessment review with an individual teacher before attempting to support a team.

2. Identify a team of teachers you feel would benefit from the assessment review process. Until your teachers become skilled in the assessment review process, it is important for any teams conducting a review session to be made up of a majority of strong, data literate educators.
3. Meet with the team and suggest that you would like them to engage in an assessment review session. Share what that is (if they are unfamiliar), your experience with it, and the reasons you think it might be relevant to their work. Be sure to make a strong case, and if they are not willing, it could harm your school culture to force the issue. Simply approach a different team.
4. Once identified and on board, work with the team to set up an appropriate time and select the assessment(s) they will review. While it is possible for the group to divide up and work on multiple assessments, it would probably best for the group to focus on one assessment for the first review. This assessment could be a group assessment they developed, an assessment developed by one of their members, or an assessment developed outside the group that is relevant to their work.
5. Make certain the team feels comfortable with the Assessment Review tool and guidelines and that they have enough prior knowledge to engage in the review. You likely need to demonstrate how to use the tool and model appropriate feedback. They will need to complete two or three activities prior to their meeting.
 - Everyone will need a copy of the assessment and its associated learning targets.
 - Everyone will need to follow the guidelines and review the assessment, completing the notation and all of the reviewer sections to the best of their ability. They need to give the assessment author all notes generated from the review. This part of the process can be completed before the meeting or while in the same room during the meeting. If in the same room, team members need to refrain from talking or asking the assessment author too many questions – the assessment should stand on its own.
 - Everyone will provide their written feedback to the assessment author, but in a meeting each team member might share one strength he/she noticed and one question he/she had related to a potential weakness. If the teacher who designed the assessment is part of the team, he/she will need to be patient and receive the feedback without feeling the need to defend him/herself. After providing feedback, depending on the source of the assessment, the team could engage in general reflection based on the tool's reflection questions and/or listen to the author's reflection based on their feedback. The team should use the teacher/author reflection questions to guide this part of the session.
6. Make certain the team has an appropriate plan to engage with the review, keeping the above points in mind, and enough time to do so.
7. Most importantly, make certain the team has the freedom to take risks and that you respect their expertise. To that end, it may be best for you to refrain from being part of the review session itself.
8. Allow the team to conduct its review.

9. After the review, ask all team members to provide you with some feedback related to the team's assessment review. You might ask:
- As a teacher and as a team member, what were the benefits of this process for you? What aspects need to be improved or considered?
 - What else might you have needed in order to engage in the assessment review process more effectively?
 - How did the assessment review process change your thinking about learning or learning targets?
 - Do you feel the assessment review process could help our school develop a more data literate culture? How?
 - If you or your team were to conduct another assessment review, how would you do it differently? Why?
9. After the meeting with the teacher or teachers, create a written reflection considering strengths, areas to improve, and next steps. Be sure to clearly respond to all reflection questions as follows:
- Did the teacher team have what it needed to engage productively in the process? If not, how might you need to improve your coaching and support in the future?
 - Did all members of the team perceive the process positively and are they all willing to engage in the process again? If not, how might you need to improve your coaching and support in the future?
 - Did members of the team comment on the process helping them provide strong feedback, engage in collegial discussion, and/or reflect? If not, how might you need to improve your coaching and support in the future?
 - If no members of the team gave you negative feedback or expressed concerns, ask yourself "are they just being nice?" If that is the case, how might you need to improve your coaching and support in the future?

Learning Resources

South Carolina Department of Education. (2017). *Support a team assessment review*. Retrieved from <https://ed.sc.gov/educators/educator-effectiveness/professional-learning/data-literacy/>

Proof of Learning Rubric

Evidence	Not Proficient	Proficient	Exemplary
Leader Reflection	The leader's reflection is not complete.	The leader's reflection contains thoughtful responses to all questions.	The leader's reflection contains thoughtful responses to all questions, and contains additional reflection and/or planning.

Submission Guidelines

The principal or instructional leader should submit his/her proof of learning to a supervisor and discuss next steps.

ASSESSMENT REVIEW GUIDELINES

The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

1. Get/Make a clean copy of the assessment for you to notate.
2. Make certain you know what targets the assessment is meant to measure. There should be a list of standards or objectives indicated on the assessment or attached to the assessment. Review the indicated learning targets. Also make certain item values are indicated. If learning targets are not included, you will not be able to complete the review.
3. Review the assessment item by item.

Next to each item, note the target assessed. Each criterion of a rubric or checklist should be considered a separate item. Remember, this is not an approximation. The item must assess the type of learning described in the target specifically.

Do not assume that an item assesses a given target just because the target has been indicated.

If none of the indicated targets are assessed by that item, please mark it OFF for *off target*.

Any extra credit items should be disregarded.

4. Review the assessment for item values. Determine and note how much of the overall assessment's value is measured by each item. In other words, out of the overall 100%, how much does each item count?

If item values are not indicated, assume each item comprises an equal portion of the assessment's 100% value.

Again, extra credit items should be disregarded.

5. Complete an Assessment Review Summary sheet.
6. Give the completed Assessment Review Summary sheet to the teacher/author along with the notated copy of the assessment.

These assessment review guidelines and summary were developed by Jennifer L. Morrison in 2012 for the North Carolina Department of Public Instruction and North Carolina Center for the Advancement of Teaching as part of the state's Seize the Data professional learning series. The author thanks Dr. Sandy Brossard for her inspiration during the 2007-08 school year in South Carolina.

ASSESSMENT REVIEW SUMMARY

If possible, when returning this review summary to the teacher/author, please include the notated assessment. The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

Assessment Name:	
Assessment Type:	
Teacher/Author:	
Subject/Grade:	

Reviewer:	
Date of Review:	

Are learning targets indicated? ☐ Yes ☐ No
Are item values indicated? ☐ Yes ☐ No

ON TARGET ITEMS *to be completed by reviewer*

Target	List Items On Target	% of overall value

OFF TARGET ITEMS *to be completed by reviewer*

List Items Off Target	% of overall value

Note: Percentages of overall value should add up to 100%.

ANALYSIS *to be completed by reviewer*

Question	Answer	Reviewer Notes
What percentage of the assessment is on target?		
What percentage is off target?		
Can you identify any possible problems or obstacles for students in the assessment's formatting, style, and/or language?		

REFLECTION *to be completed by teacher/author*

Question	Reflection
If there are items identified as off target, why were these included in the assessment?	
In regard to the overall analysis, what works well in the assessment?	
How will you improve it?	